

INSPECTION REPORT

ALDRINGTON C of E PRIMARY SCHOOL

East Sussex

LEA area: Brighton and Hove

Unique reference number: 114555

Headteacher: Mr Michael Jee

Reporting inspector: Mrs Janet Sinclair

19824

Dates of inspection: 18 - 21 February 2002

Inspection number: 196843

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Eridge Road Hove East Sussex
Postcode:	BN3 7QD
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Nigel Sarjudeen
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19824	Mrs Janet Sinclair	<i>Registered inspector</i>	Foundation Stage curriculum; Mathematics; Art and design; Special educational needs; English as an additional language.	The schools results and achievements. How well are pupils taught?
11041	Mr Marvyn Moore	<i>Lay inspector</i>		Pupils' attitudes behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
11901	Mrs Patricia Low	<i>Team inspector</i>	English; History; Geography; Equal opportunities; Music.	How good are curricular and other opportunities?
23039	Mr David Penney	<i>Team inspector</i>	Science; Design and technology.	How well is the school led and managed?
22199	Mrs Jane Wotherspoon	<i>Team inspector</i>	Information and communication technology; Physical education.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Aldrington is an average sized primary school for boys and girls of four to eleven years of age. At the time of the inspection there were 210 pupils on roll. The school draws most of its pupils from the town of Hove, although some come from further afield. There are 48 pupils with special educational needs (SEN), which is an average proportion. These include pupils with specific and moderate learning difficulties and autism. Two of these pupils have a statement of SEN. There are six pupils with English as an additional language (EAL) but none of these are at an early stage of acquiring English. The socio- economic circumstances of the pupils are above average, with eight per cent claiming a free school meal, which is below the average of 19 per cent. The school is a Church of England school with a strong Christian ethos.

HOW GOOD THE SCHOOL IS

This is a good school. Children start school with broadly average standards and by the time they leave at the age of 11, standards are above average overall and pupils achieve well. They do well because the quality of teaching is good and this promotes effective learning. There is very good provision for pupils with SEN, managed by an effective co-ordinator. The headteacher and deputy headteacher are providing very good leadership through a clear focus on raising standards within a supportive learning environment. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards are above average in English and mathematics by the end of Year 2 and Year 6, because pupils are taught well and good use is made of assessment information to plan appropriate work.
- The headteacher provides very good leadership and is very ably supported by his deputy headteacher. As a team, they are strongly focused on raising standards.
- There is very good provision for pupils with SEN and as a result they achieve well. Learning support assistants (LSAs) make a consistently good contribution to their learning.
- Pupils have very good attitudes to their work and the school provides very well for their personal development. This has a very positive effect on their learning.
- There is a very good range of additional curricular activities, which effectively enhance learning.
- Provision for moral and social development is very good and has a significant impact on the atmosphere within the school.

WHAT COULD BE IMPROVED

- The implementation of the procedures in place for child protection.
- Pupils' skills in scientific enquiry and experimentation in science in Years 4 to 6 to increase the challenge to these pupils.
- Aspects of physical education in Years 3 to 6, in order to meet pupils' learning needs.
- Aspects of teaching in the Foundation Stage so that children achieve as well as they should across the areas of learning.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in 1997 and has worked hard to address the issues raised. Subject co-ordinators are developing their roles and are more actively involved in evaluating the quality of learning in their subjects. Schemes of work are in place for all subjects, enabling continuity in pupils' learning. Assessment in English and mathematics is now very good and higher attaining pupils are performing well. The new headteacher has been instrumental in securing many of these improvements, particularly the raising of standards. The school is well placed to make further improvements.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	A	A
mathematics	A	C	D	E
science	A	C	C	D

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

This information shows that the performance of pupils in 2001 was well above the national average in English, average in science, and below average in mathematics. In comparison with those of similar schools (based on the proportion of pupils having free school meals) standards were well above average in English, below average in science and well below average in mathematics. Standards are gradually improving in English but have shown some deterioration in mathematics and science.

Inspection evidence shows that standards at the end of Year 6 are well above average in English, above average in mathematics and average in science. This is a significant improvement in standards in mathematics and it results from action taken by the school. The school has analysed test data carefully in order to identify strengths and weaknesses in pupils' learning. Booster and extension classes, taken by the deputy headteacher, have been used to provide small group work to cater more specifically for pupils' learning needs. Standards are above average in art and design, geography, and history, and average in all other subjects. By the end of Year 2, standards are above average in reading, writing, mathematics, art and design, history, geography, and average in all other subjects. This is a significant improvement in reading and writing and it is due to rigorous monitoring of standards and the provision of additional support. This indicates satisfactory and often good achievement considering pupils' average attainment on entry. It is very good achievement in English. The school's targets for English and mathematics are challenging, but given the school's use of tracking systems and booster and extension classes they are likely to be met. Children start school with average levels of attainment. They make satisfactory progress overall in the Reception Class and are likely to attain the Early Learning Goals in most areas of learning except aspects of communication, language and literacy, and knowledge and understanding of the world.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very interested and are enthusiastic about school. They are keen to learn.
Behaviour, in and out of classrooms	Good. Pupils' good behaviour contributes well to their learning.
Personal development and relationships	Very good. Pupils have very good relationships with each other and with all staff in the school. They take on responsibility willingly. The school council is having a positive effect on the school's environment.
Attendance	Satisfactory. There are good procedures for monitoring attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall and leads to good learning for all pupils, including those with SEN and EAL. There is a good level of consistency in teaching, and examples of good teaching were seen in each class. The very good teaching was seen mainly in music and the Year 1 and Year 6 classes, although there were examples of very good teaching in other classes. The very few unsatisfactory lessons seen were due mainly to limitations in the tasks set and weaknesses in planning. Teaching in English is good and sometimes very good. Teaching in mathematics is good overall. The basic skills of literacy and numeracy are well taught across the school. The main strengths in the teaching are good subject knowledge, very good relationships, well-planned and organised lessons, and tasks that are well matched to the needs of all pupils. Teachers use questioning well to challenge pupils and extend their learning. They effectively deploy learning support assistants, who give valuable support in lessons. Teachers use cross-curricular links well to enhance learning. Pupils concentrate well, and are eager to answer questions and keen to be involved. As a result, they make good gains in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good range of learning opportunities. Extra-curricular activities are very good and contribute well to pupils' personal development. Very good use is made of the community to enrich learning.
Provision for pupils with special educational needs	Very good. Pupils are very well supported in their learning. Individual education plans (IEPs) are of high quality; the targets are clear and precise and are regularly reviewed by staff to ensure good progress.
Provision for pupils with English as an additional language	Good. None is at an early stage of acquiring English. The pupils are making good progress, in line with their peers, and are well included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school promotes this area of provision very well. Provision for moral and social development is very good. Provision for cultural development is satisfactory overall, but the school is not giving enough attention to planned opportunities to increase multi-cultural awareness.
How well the school cares for its pupils	Good overall, but it is unsatisfactory in monitoring child protection issues. Pupils' academic performance is well monitored. The school provides a safe and supportive environment in which pupils feel valued, and it enjoys a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, ably supported by the deputy headteacher, is providing a clear sense of direction for the work of the school. The subject co-ordinators are developing their roles well. There is a good commitment to continuing improvement.
How well the governors fulfil their responsibilities	Satisfactory. Statutory requirements are fully met. The governors are very supportive of the school but need to be more involved in shaping its direction.
The school's evaluation of its performance	Good. The school analyses its performance well. Very good tracking procedures ensure that areas of weakness in pupils' learning are quickly identified and addressed.
The strategic use of resources	Good. The school has adequate resources, which it uses well to promote learning. Financial planning is secure and linked well to the school's priorities. The principles of best value are applied well.

The school is well staffed and induction procedures are sound. The accommodation is very good, with a good number of additional rooms.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and are making good progress.• The teaching is good and all staff are approachable.• The school expects their children to work hard and is helping them to become mature and responsible.• The school is well led.	<ul style="list-style-type: none">• Information on progress.• Extra-curricular activity.• Homework.

The inspection team supports the positive views held by parents. With regard to their concerns, inspectors judge that the information on pupils' progress is good overall. Although a good number of parents expressed a concern about extra-curricular activities and homework, the inspection team judges that overall there is a very good range of extra-curricular activities and homework is used well to support children's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is broadly average but covers a wide range. Children in the Foundation Stage achieve appropriately and sometimes well across most aspects of the areas of learning. They are on course to meet the Early Learning Goals in all areas of learning except in aspects of communication, language and literacy, and knowledge and understanding of the world, where they are not achieving well enough.
2. In the 2001 National Curriculum tests taken by pupils at the end of Year 2, results were below average in reading and writing and above average in mathematics. In comparison with those of similar schools, the results were well below average in reading and writing and below average in mathematics. Pupils achieved well at the expected Level 2 but fewer pupils achieved at the higher Level 3, which affected the overall standards.
3. In the 2001 National Curriculum tests taken by pupils in Year 6, results were well above average in English, average in science and below average in mathematics. In comparison with similar schools results were well above average in English, below average in science and well below average in mathematics. When the three years 1999 to 2001 are taken together, results have been gradually improving in English but have been declining in mathematics and science. Standards in English have improved since the previous inspection but standards in mathematics and science have deteriorated.
4. There were only minor gender differences in attainment in the national tests in 2001 at the end of Year 2 and Year 6. The progress of boys and girls is regularly monitored to ensure equality of opportunity. At the present time, the differences are not significant.
5. Inspection evidence shows that by the end of Year 2, standards are likely to be above average in reading, writing and mathematics, and pupils are achieving well. Standards in science are average, and pupils are achieving satisfactorily. Standards are improving in reading and writing because the school has analysed test data carefully to identify weaknesses in provision. Rigorous monitoring has been put in place and support given where necessary. Additionally, the literacy co-ordinator is working with groups of pupils in Year 2 in order to improve standards. Standards are average for all other subjects except for art, geography and history, which are above average, and pupils are achieving well in these subjects. Standards in Year 6 are likely to be well above average in English, above average in mathematics, geography, history, art, and average in all other subjects. This is a good improvement in English, history, geography and art since the previous inspection. It indicates satisfactory and often good achievement considering pupils' average attainment on entry. Standards are improving in mathematics because the school has analysed data carefully to identify weaknesses in provision. Booster and extension classes have been used to provide additional support in order to raise standards.
6. The achievement of pupils with SEN is good, as a result of the very good level of support they receive in class. Their progress is very carefully monitored by the co-ordinator for SEN, who ensures that their IEPs set specific targets for their learning. All LSAs have copies of these and ensure that they guide their work with the pupils. Pupils with EAL work well in lessons and achieve in line with their peers.

7. There are several reasons why pupils achieve well, given their average attainment on entry. The quality of teaching is good, work is well planned, and teachers make good use of cross-curricular links and additional curricular activities to enhance pupils' learning. Pupils' progress is tracked closely and appropriate action taken where necessary. Targets are set and these are rigorously monitored on a regular basis to secure improvement.

8. Standards in literacy and numeracy are above average. Teachers have a good knowledge of the national strategies and teach basic skills systematically. In most classes planning is detailed and teachers ensure that work is well matched to pupils' needs. There is a good focus on spelling and handwriting in literacy and on the development of mental strategies in mathematics. Literacy and numeracy are used well across the curriculum.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes to the school. The younger children in Reception Class make a very positive start and speedily settle in to the school routine. The school promotes their personal and social skills well. They relate well to each other and work and play co-operatively. They listen carefully to adults, concentrate well and are able to follow instructions. They behave well in the classroom and play areas and develop a sense of right and wrong.

10. Across the rest of the school, pupils are very keen to attend school and show great interest in their lessons. They settle very quickly to tasks and enjoy their activities. Most pupils behave well and are keen to help one another. They respond to questions, giving sensible answers that are pertinent to discussions. In a lesson on personal, social and health education (PSHE) observed during the inspection, Year 6 pupils worked very well with great interest and intelligence. They wrote short paragraphs giving examples of cause and effect in relation to personal events which made them sad, and to wider issues such as the Second World War. In a Year 3 literacy lesson, pupils were keen to discuss their perception of menu instructions and worked well in pairs to discuss suitable ingredients to make a cake. Pupils take an active interest in their lessons and are keen to show what they can do in group work.

11. Parents reported in the questionnaire that they felt behaviour in the school was good, and this is confirmed by the inspection findings. Staff are skilled at managing behaviour. Pupils move around the school in a sensible, quiet and mature manner and are polite and confident when talking to visitors. The inspection team was impressed with the courtesy and friendliness shown to them by pupils during the Inspection visit. Pupils have a good understanding of the school's expectations regarding their behaviour. Lunch times are pleasant social occasions where pupils behave extremely well with minimal supervision. They respond well to the lining up procedure at the end of lunchtime and play, and are very keen to return to classes for their lessons.

12. Pupils have a good understanding of the effect of their behaviour on others. They have a well-developed sense of responsibility and show initiative and common sense in many ways. For example, older children befriend younger children in the playground, and during a visit to the church older children paired up with younger children to escort them, under staff supervision, from church to school.

13. The school gives many opportunities for pupils to take responsibility. The School Council is a lively body where two pupils from each class (with the exception of the Reception Class) meet regularly, either in full council or sub-committee, to discuss matters of improvement that they would like to see for the school. They have a small budget to

manage and they have used some of it to buy litterbins for the school playground. Additionally, pupils take and fetch registers from the office, help in the dining room and act as monitors in the classroom. As a result of these responsibilities, children become self-assured and develop a sense of independence and maturity.

14. Pupils have a good understanding of the impact of their actions on others. Incidents of bullying at the school are very rare and there have been no exclusions in the past year. Pupils treat their own property, other people's property and the school property with care. For example in the library pupils are very keen to see that books are replaced correctly, and in the computer suite the pupils are keen to ensure that computers are only switched on when used and are treated with extreme care.

15. Relationships in the school are very good. Pupils relate extremely well to all teaching and non-teaching staff and are very comfortable when talking to them. During the inspection week pupils were frequently observed supporting each other well, both in lessons, working in pairs or collaboratively, and around the school. This was particularly well demonstrated by pupils who were eager to talk to members of the inspection team and give their views of school life.

16. The school gives very good support to pupils with SEN, who work very hard and make good progress. They are well supported by teaching and non-teaching staff, and even those pupils who have concentration difficulties make good progress.

17. Attendance at 93.5 per cent in the term preceding the inspection is overall satisfactory. Attendance is in line with the national average and there is very little unauthorised absence. Parents realise that good attendance is vital to ensure pupils' progress and they go to great efforts to ensure that their children arrive at school promptly. As a result, lessons start on time and there is seldom disruption to lessons by pupils arriving late.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good overall. Of the teaching seen, just over half of the lessons were good or better, one in three was satisfactory and a very small number were unsatisfactory. This is a similar finding to that of the previous inspection overall, but the number of unsatisfactory lessons is fewer and the number of very good or excellent lessons is greater.

19. Teaching in the Foundation Stage varies between good and satisfactory but is satisfactory overall. The teacher provides a good range of learning opportunities across the areas of learning. She has a lovely manner with the children who respond very well to her. Regular outdoor activity and visits to places such as the local co-operative store enhance the curriculum. However, there are sometimes too many activities to enable good learning to take place or challenge children sufficiently. The teacher and LSA do not always ask questions which will develop children's thinking or further their understanding. Children are given too few opportunities to write independently and, as a result, they are not developing their writing skills as well as they should.

20. Teaching is very good in English and good overall in mathematics. The very good teaching in English is characterised by very detailed planning which clearly identifies activities for pupils of differing prior attainment, thus ensuring that work is sufficiently challenging. Learning objectives are very clear and are shared with pupils. Pupils are well managed; high standards of behaviour are expected and achieved. All teachers have good subject knowledge, which they use well to promote learning. In mathematics, lessons are well planned and work is well matched to pupils' learning needs in most lessons. Teachers

ensure that pupils develop their skills in mental mathematics in all lessons and there is a good focus on the strategies which make mental calculation quicker. For example, when adding nine, it is quicker to add ten and take away one. Booster and extension class teaching by the deputy headteacher is promoting good learning for these pupils, as it is clearly focused on their specific learning needs. However, there are weaknesses in some aspects of teaching in some classes. Sometimes the pace is slow, teachers do not ensure that work is well matched to pupils' learning needs and reviews at the end of lessons do not always take place. This affects the rate of pupils' progress. In both literacy and numeracy good use is made of assessment to inform planning, and booster and extension classes are used well to enhance learning. Pupils' good level of interest and concentration in almost all literacy and numeracy lessons helps with their learning. Homework is used effectively to support the work that takes place in school.

21. Teachers make good use of opportunities to develop literacy and numeracy across the curriculum. Examples of this are accurate measurements for designs in design and technology, four figure co-ordinates in geography, a Victorian literacy lesson and word processing of literacy work.

22. Teaching in science is satisfactory overall. Work is planned carefully and teachers intervene appropriately to help pupils gain some idea of how well they are doing. However they do not routinely use probing questions to extend pupils' learning. Over time, the teaching of science in Years 4 to 6 has some unsatisfactory elements, as there are not enough opportunities for pupils to develop their skill of enquiry and experimentation. Teaching is satisfactory in design and technology and information and communication technology (ICT). It is good in geography and history across the school and in physical education in Years 1 and 2. The lessons seen in physical education in Years 4 and 6 were unsatisfactory because pupils were not given enough opportunities to be physically active, the tasks were limiting and teachers were over directive. Teaching of music is good in Years 1 and 2. It is very good in Years 3 to 6, where a specialist music teacher takes the lessons.

23. Teachers make good use of ICT across the curriculum. For example, they use ICT in their history work on Ancient Egypt, in science investigations using sensors, and for graph work in mathematics.

24. In all lessons there are good features that contribute effectively to learning. Teachers manage pupils well. They have high expectations of behaviour within a supportive working environment and this ensures that pupils are willing to contribute their ideas and opinions knowing they will be valued. There are very good relationships between all pupils and adults in the school and these contribute well to the good working atmosphere and pupils' very good attitudes to school and work. Teachers give pupils good opportunities to collaborate with each other in lessons, for example in ICT, and pupils use these opportunities well to learn from each other.

25. In the few unsatisfactory lessons seen, there were weaknesses in the content of the activities used to promote learning. For example, in the lessons in physical education, pupils were inactive too long, as the organisation of the apparatus meant there were too few opportunities to practise their skills and refine their performance. In the lesson in design and technology, the resources provided did not lend themselves to the task. In all of these lessons there were limitations to the possible outcomes and there was not enough consideration given to the differing learning needs of pupils.

26. The teaching of pupils with EAL is good, as it is for most pupils. No pupils are at an early stage of learning English so the general judgements about teaching and learning apply equally to this group of pupils.

27. There is good teaching of pupils with SEN. The special educational needs co-ordinator (SENCO) prepares the IEPs for pupils with SEN. Class teachers and LSAs have copies and use them to inform their work with pupils. Work for pupils with statements of SEN is discussed fully between class teachers and LSAs to enable tasks to be adapted to fully meet their needs. Most LSAs keep a diary to record pupils' progress and report back to teachers at the end of the lesson. Pupils who are withdrawn for additional reading and literacy support are taught well and this helps them make good progress.

28. Teachers ensure equality of opportunity for all pupils. Lessons are planned so that work is matched to the needs of individual pupils. Appropriate support is given and no child is disadvantaged. Resources are vetted for bias.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

29. The school has successfully addressed the issue that was identified in the previous inspection report and has developed schemes of work in all subjects to enable greater continuity in pupils' learning. Policies and schemes of work are reviewed and updated on a planned basis. The national strategies in literacy and numeracy are followed. Half-termly plans in all subjects show clear progression from week to week. There are weekly plans in all subjects, which are very detailed in literacy and numeracy.

30. The quality and range of learning opportunities is good across the school. The appropriate statutory curriculum is in place. It is enriched in English, mathematics, art and design, geography, history, ICT and music, due to the investment of time in teachers' planning. The curriculum is satisfactorily in place in science, design and technology and physical education, but the principles informing the good planning in other areas of the curriculum have not been applied in these subjects.

31. The breadth, balance and relevance of the curriculum is satisfactory in the Foundation Stage and follows nationally agreed guidance for this stage of learning. It is good in Years 1 to 6. Planning is based on national guidance in all subjects. Overall, the time allocation is satisfactory. The time devoted to English and mathematics reflects the school's commitment to raising standards in these subjects whilst, at the same time, giving appropriate time to all other subjects. Although the computer suite is not used to the full, ICT is integrated into planning across the curriculum. The development of pupils' speaking and listening skills is systematically planned for, in all subject areas.

32. The curricular provision for pupils with SEN is very good. Learning support assistants give them valuable guidance in literacy and numeracy lessons ensuring they make good progress. There are also well planned and organised opportunities for them to have additional literacy and reading support either as part of a small group or individually, outside the classroom.

33. Strategies for teaching literacy and numeracy skills are good. Learning objectives are made clear to pupils and focus on the specific skills that pupils need to learn or consolidate. Pupils are given the opportunity, at the end of each lesson, to analyse what they have learnt. They have good opportunities to develop their literacy and numeracy skills in other subjects, because of the effective use of the national framework in planning teaching and learning. Pupils who for various reasons are not attaining as well as expected for their age or ability are given opportunities to improve through the provision of additional literacy support, the 'Springboard' mathematics programme, and extension classes for more able pupils in English and mathematics.

34. Provision for extra-curricular activities is very good. There is a good range of opportunities in sport, including football, netball, cricket, badminton, basketball and inter-school matches. Those for music include three recorder groups, a choir, singing group, and opportunities to learn the flute and violin. There is an art club, French club, prayer group, chess club and numeracy and literacy clubs. All of these make a valuable contribution to pupils' academic and personal development. Pupils in Year 6 take part in a teambuilding residential visit, which promotes pupils' social skills and their prowess in sporting activities, such as swimming, archery, kayaking, raft building and abseiling.

35. There is equality of opportunity for all pupils. The school takes care to ensure that all pupils have equal opportunities to develop their knowledge, skills and understanding according to their abilities. Learning support assistants give valuable help to pupils who experience difficulties. Pupils with SEN, and those for whom English is an additional language, are well integrated into the school. Extra-curricular opportunities are open to both boys and girls. There are some planned opportunities for multicultural awareness in literacy, music and geography lessons.

36. The provision for PSHE is very good. The governors have approved the school's sex education programme and the school makes provision for drug awareness. There are timetabled lessons for PSHE. There is a very comprehensive scheme of work, which covers safety, danger and diet, and which aims to incorporate discussion on every issue that pupils might have to face, in relation to themselves and others. During the inspection, pupils in Year 6 discussed cause and effect and the consequences of people's actions, including world issues. Pupils in Year 3 considered the need to care for living things and the role that they can play in this. Pupils also consider health issues in science and in physical education. There are very good opportunities for pupils' social development in the groupings of pupils, and in fund-raising activities, visits and through visitors to the school.

37. The contribution of the community to pupils' learning is very good. There are very close links with two local churches. One of these is used for worship and as a resource for learning. The Parent Teacher Association holds social and fund-raising events, which attract members of the churches and other local residents. The school is active in raising money for a number of charities, such as Comic Relief, Help the Aged and the NSPCC. It sponsors a child in the Third World. Pupils sing carols in the community and visits are made to a home for the elderly and Martlett Hospice. Physically and mentally handicapped children from 'Cherish' use the school's facilities in the summer, and a toddler group will shortly meet in the school, once a week. Adults use the school hall in the evenings. Visitors to the school have included a birdman, puppeteers, the local charity variety club, rainbow workshop, brass rubbers, Sky Lab and Tudor players. Pupils have visited Wilderness Wood, Hove Park, Bignor Roman Fort, Preston Manor, Anne of Cleve's House Museum, Lewes Castle, The Toy and Model Museum in Brighton, Coombe Farm and Carrotty Wood residential camp in Ashdown Forest. They also carry out a local study of Brighton and a study of the course of the River Cuckmere. As a result of their involvement in the community, pupils learn about the value and importance of citizenship.

38. There are constructive relationships with partner institutions, in particular the secondary schools to which pupils progress. There are two-way links between staff to discuss the curriculum and pupils' progress, and familiarisation visits for pupils' prior to transfer. This helps to ensure an easy transition into secondary school and continuity and progression in pupils' learning. The headteacher meets on a half termly basis with

headteachers from a cluster of schools. There are developing links with a local nursery, from which the school draws some of its children, and the nursery children are invited to school productions. University students spend set periods of time helping and learning in the school.

39. Provision for pupils' personal development has improved since the previous inspection and is now very good overall. In particular, provision for pupils' social and moral development is very good and this has a significant impact on the atmosphere within the school. Provision for spiritual and cultural development is similar to that reported previously. Opportunities to develop pupils' awareness of the variety of cultures represented within British society remain a weaker element of the school's work.

40. Provision for spiritual development is good. Pupils are constantly reminded through displays of work that they are special, but there is also a reminder through assemblies of their responsibility to 'make a difference' to the lives of others and to 'be a light that reflects the light of Jesus, the light of the world'. A strength of the worship that takes place in the local church once a month is the participation of the whole school community, including pupils' parents, who support this event well. Other assemblies, which are taken by individual members of staff, miss opportunities to share community values and beliefs. Music is played at the start of assemblies to promote a calm and thoughtful atmosphere, but this is not always replicated in pupils' departure from the hall, which is occasionally noisy and disorderly. In order to improve this it would be helpful if more than one member of staff was involved in the assemblies. There are missed opportunities for quiet reflection in most school assemblies but there are good opportunities for spontaneous prayer from pupils. Prayer meetings at lunchtimes and regular reference to the Bible feature strongly in school life and contribute much to pupils' spiritual development.

41. The code of conduct is displayed on classroom doors, but it is the very good relationships between adults and pupils and the high expectations of the community as a whole that lead to the very good provision for moral and social development. The strong programme of PSHE underpins much of the school's work in promoting moral and social values. The very good range of extra curricular activities includes a number of sporting opportunities that promote co-operation and a sense of team spirit. Respect for others is developed well in the social interaction of each class, and classrooms are harmonious places where pupils work together willingly. Equally, there is good encouragement from the school for pupils to develop a responsibility to the wider community through fundraising for charities. This helps pupils to appreciate the needs of other people. Older pupils have more formal duties to help around the school and to support younger pupils. The school council gives pupils a genuine role in making decisions about the school. Representatives on the council take their responsibilities very seriously and recognise it as an important duty for the good of the community. Much of their work has been directed towards making improvements in the school environment. Pupils on the school council devised the code of conduct, which was based on ideas from all pupils in the school. The code relates strongly to pupils' notion of what they want to get from school and is rooted in positive praise rather than sanctions, though these exist if needed. The principles of honesty and truthfulness are fundamental to the school's approach, and pupils' good deeds are celebrated in assemblies.

42. Provision for pupils' cultural development is satisfactory. Lessons in art, history, geography and music, and a good range of visits to places of interest, extend pupils' cultural awareness. However, the religious education syllabus is narrow in its teaching of other faiths and this limits the subject's contribution to pupils' cultural development. The school has plans to hold theme weeks to extend pupils' multi-cultural awareness, which is currently underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school's provision for child protection is unsatisfactory. The school has a very detailed and comprehensive child protection policy and has properly recorded items of concern it has for the welfare of some of its pupils. However, it has not passed on these concerns to the Social Services department and there is little written evidence of the school following up its concerns for these pupils' welfare. The child protection officer, teaching and non-teaching staff have received no training in child protection. The school does not have a link governor with responsibility for child protection. These concerns were discussed with the school during the inspection and, as a result, the school is urgently reviewing its procedures.

44. The headteacher, together with two link governors, carries out regular health and safety audits and risk assessment takes place in all departments. The fire alarm system is tested termly and the school holds regular fire drills. There is an adequate number of first aiders, all of whom have received appropriate training and are in possession of current first aid certificates. There is a well-equipped first aid room and all accidents are recorded. However, the school needs to ensure it consults with the appropriate authority on the safety requirements for using a springboard and box in physical education lessons. The school keeps good records of administration of medicines.

45. Procedures for the monitoring of pupils' academic performance and personal development are good. Teachers know pupils extremely well and meet on a regular basis to exchange information and discuss pupils' personal development. Pupils interviewed during the inspection week confirmed that they feel safe and secure in school and that they are confident to discuss issues with any member of staff. Educational and personal support and guidance for pupils is good. The high level of concern shown by staff for pupils, together with the well-developed PSHE programme, has provided a firm foundation on which to build good behaviour patterns through the promotion of self-confidence and awareness of others. Measures to promote acceptable behaviour are good. The headteacher and deputy headteacher regularly liaise with classroom assistants and mid-day supervisors to monitor and track pupils' behaviour. There is a playground incident book in which all items of concern regarding children's behaviour is recorded. The school acts immediately upon such incidents and children know that physical and verbal violence and bullying are not tolerated.

46. The school has a very clear set of rules, which have been agreed by the pupils and are clearly displayed in every classroom. The rules reflect the Christian ethos of the school and constantly remind children of the high standards the school expects of them. In the main pupils accept responsibility for their own actions. Good behaviour is rewarded by 'Merit Certificates', which are presented to pupils during a parents' assembly, or a gold certificate if behaviour is particularly good. The names of pupils who have demonstrated exceptional work or good behaviour are recorded in a presentation book, which is on public display in the school foyer.

47. The school holds weekly assemblies in the local church, to which parents are invited, and during the Inspection week an extremely effective assembly was observed. Many parents attended, pupils took part by playing in the recorder band or reading the lesson, and presentations were made to pupils for exceptional work or behaviour. This good practice by the school in recognising pupils' achievements and publicly acknowledging their efforts has a very positive effect on the progress they make.

48. The school has good procedures for monitoring and improving attendance. Attendance registers are marked twice a day, manually, but are also electronically recorded. First day absences are tracked by the school clerk who contacts the parents when these absences are unexplained. Parents are fully aware of the school's expectations of their children's good behaviour and also know that good attendance is necessary to ensure that pupils make progress.

49. The school has successfully addressed the issue of assessment that was identified in the previous inspection report and has established an effective framework for monitoring the assessment of pupils. There is a detailed assessment policy, which is regularly updated and reviewed.

50. The school gives good educational support and guidance to pupils. The procedures for assessing pupils' attainment and progress are good and are crucial to the raising of standards. Teachers know their children well and are aware of their specific needs. They respond to them in a very positive and supportive way. Pupils know to whom they can go for support and guidance. The provision for pupils with statements of special educational need is very good. Pupils with SEN are regularly assessed and a wide variety of information is recorded to help to identify their current attainment. The information gained is used very effectively in planning suitable work for them. The accurate assessment of how individual pupils are learning in English and mathematics is a major priority of the school. Assessment procedures have been developed in parallel with curriculum planning, target setting and reporting of progress. Pupils are regularly assessed in reading, writing, spelling and mathematics. However, assessment in other subjects is not yet formalised.

51. The use of assessment information to guide curricular planning is sound. Teachers' weekly, half-termly and termly planning is now detailed with clear learning intentions which are made known to pupils. At the end of each lesson, pupils review their progress against the learning intention. The assessment and evaluation of lessons is used effectively to inform future planning in literacy and numeracy, but is not used well in other subjects. The marking policy is constructive and its consistent use helps pupils to know how they can improve their performance. The analysis and use of data is effective in challenging and supporting pupils. Pupils' performance in the initial tests on entry to the Reception Class is used to inform future planning. Data from national and optional tests in English and mathematics is used to assess future performance and take effective action. As pupils progress through the school, the results of formal tests are collated and an academic profile is built up for each child. These records are systematically passed on to the next teacher as pupils progress through the school, and are sent on to the receiving secondary school. They provide the basis for reporting to parents at the end of the academic year. Reports do not yet contain targets for pupils to work towards, but there are plans to include these in the future. As pupils progress through the school, they are increasingly aware of their own targets and are becoming more proficient at reviewing their own progress.

52. Procedures for monitoring and supporting pupils' academic performance are good. The headteacher and deputy headteacher carry out formal monitoring of lessons. Governors with responsibility for literacy, numeracy and SEN visit the school to observe lessons and talk with subject leaders. A recent initiative, the production of portfolios of pupils' work, in all subjects, is proving useful in tracking National Curriculum coverage, levels and progress. Staff moderate pupils' work together and examine it for progression. Analysis of this enables key standards to be tracked and improved where necessary. The school now places more value on self-evaluation. It assesses the strengths and weaknesses in teaching, teachers' development and pupils' progress. Detailed data analysis establishes the school's performance and areas for improvement. The school is able to identify the

progress made by each pupil and use this information to set statistical targets for future improvement. The system also identifies pupils who require additional help, for example those with the potential to achieve higher levels of attainment. The school plans to extend this system to other subject areas.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The overwhelming majority of parents who responded to the pre-inspection questionnaire were extremely supportive of the school, as were the parents who were interviewed by the inspection team during the inspection process.

54. Parents feel that their children like school, are making good progress and behave well. They think that the school is well led and managed and feel comfortable about approaching the school with questions or problems. The inspection findings completely concur with these views.

55. A number of parents felt that they were not well informed about how their children were getting on and the school did not provide an interesting range of activities outside lessons. The Inspection findings do not concur with these views.

56. The quality of information for parents about school activities and pupils' progress is good, as is communication with parents. The school is always open to all parents and welcomes their involvement and support. The school has produced a brochure giving useful information about school organisation, rules and ethos. In addition, a separate pack is provided for parents of Reception children giving much useful information about the arrangements the school has made for their welfare. Newsletters are regularly produced by the school, giving information about proposed activities, pupils' progress and innovations that the school wishes to make. The school, on its own initiative, sent a questionnaire to parents asking them to give their views about what the school could do to improve communication with them, and it has adopted many of the ideas expressed by parents in their response to the questionnaire.

57. An annual open day is held for parents of prospective pupils. Additionally, there are two pre-school visits in the spring term for parents who have selected the school. The Reception teacher visits the Nursery to forge links with it and to meet children who are due to transfer to the school. In the autumn a parents' evening is held where class teachers meet parents by appointment to discuss their child's progress, and a second parents' evening is held in the spring to discuss and celebrate pupils' work. Parents are given a detailed report of their children's progress each year. The reports, which are well prepared and presented, give full information to parents about their children's progress. They do not, however, give sufficient guidance on what pupils could do to improve.

58. The school places a strong emphasis on involving parents in school life and in their children's education. Parents are encouraged to come into school to help and a significant proportion of them do so. Their involvement is much appreciated by the school and they help in a variety of ways, such as running school art clubs, hearing readers, helping with work activities and supervision on school outings. The 'Parents of Aldrington' is a useful body and makes significant efforts to involve everyone in the life of the school. They hold various functions such as fashion nights, quiz nights, discos, Christmas and Summer Fairs, and successfully raise considerable funds for use by the school.

59. All parents subscribe to the Home School Agreement and the school is very pro-active in contacting parents if they have any concerns about pupils' education or pastoral progress. Parents know they can contact the school at any time, without appointment, to see staff members if they have concerns and they are very appreciative of this facility.

60. Parents of children with SEN are fully involved in discussions with the school. They are invited into school termly to take part in the reviews of their children's IEPs. The annual reviews for pupils with a statement of SEN are conducted in full consultation with parents. The deputy headteacher, who is also the SEN co-ordinator, fully involves parents in all aspects of their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The leadership and management of the school by the headteacher and key staff is very good, ensuring that the school's aims are translated well into practice. The headteacher has a very good grasp of the school's strengths and weaknesses and a strong, clearly articulated vision for its further development. This vision includes the development of teaching to ensure that all pupils, and especially the higher attainers, are challenged in lessons and achieve the results they should. He has monitored the quality of teaching well. His evaluations are increasingly rigorous, striking a good balance between recognising good practice and setting clear targets for further improvement. The deputy headteacher very ably supports him.

62. The headteacher has delegated tasks to subject and key stage co-ordinators, taking good account of their experience and expertise. Through caring and sensitive management, he is enabling co-ordinators to develop their roles and responsibilities effectively. The co-ordinators are developing a much clearer idea of the strengths and weaknesses of the areas of the school's work for which they are responsible and, in many cases, have produced clear action plans. As a result, important improvements have been made, or are scheduled imminently, to a number of the school's structures and procedures and thus pupils' progress and attainment in many subjects are already improving. The key issue of the last inspection that relates to this area of the school's work has been effectively addressed and the school is very well placed to improve still further.

63. Governors fulfil their responsibilities satisfactorily. They support the school very well and have a good understanding of its strengths, having visited lessons to gain information at first hand. They are clear about their monitoring role and do so to a common format, subsequently reporting back to other governors at regular meetings. Good quality information from the headteacher and other key staff keeps them fully informed about which areas are in need of development. Governors fulfil their statutory duties soundly and have begun to review policies regularly. Appropriate performance targets have been set for the headteacher and the review cycle is satisfactorily in place. An appropriate structure of committees has been established; it would be beneficial for governors to devise terms of reference for all committees to define their respective roles and the limits of their responsibilities. Governors are appropriately involved in formulating both the school's budget and its development plan and therefore have a satisfactory role in shaping its direction, which the headteacher is keen to develop further.

64. The school development plan is to a good format. It addresses major issues in clear detail. However, although the criteria for mathematics are suitably specific, the plan as a whole would benefit from being clearer about how to judge how successful an action has been by relating any success more closely to improvements in pupils' attainment. Nevertheless, the actions the school has taken so far have been very successful in improving provision and raising the standards that pupils attain, especially in the main target

subjects of English and mathematics. For example, there are now extra-curricular mathematics clubs and booster and extension groups in both English and mathematics. Overall, the school uses its resources soundly. Procedures for the induction of new staff are satisfactory, overall, but there is a need to ensure that all members of staff are fully and regularly trained in child protection procedures. The available finance is linked soundly to the priorities identified in the development plan. The next round of development planning, already started in principle, will be the first one for the current headteacher. He has good plans to amend the historic systems and to ensure that systems become even more efficient. All specific grants are used fully and effectively for the purpose intended. For example, the Standards Fund money designated for support staff has been used fully, with more added by the school from its own budget, to provide additional classroom support staff, who make a good contribution to pupils' learning, particularly those with SEN. In addition, money for pupils with SEN is used to provide good quality support throughout the school.

65. The school makes good efforts to ensure that it provides value for money by:
- thoroughly analysing its own performance in annual statutory tests by reference to schools nationally, locally and those with similar intakes of pupils. However, the school does not fully analyse in other ways the impact of its actions on how much better pupils are achieving. Examples are improvements in provision for pupils with SEN, providing clear targets for teachers and pupils to improve their own performance, and identifying how the school as a whole can improve;
 - consulting and informing parents about relevant aspects of the school's work, for example through curriculum evenings, and;
 - ensuring that the school obtains good quality goods and services, for example, through appropriate competitive tendering.

66. The school has sufficient teachers to teach the subjects of the National Curriculum with adequate numbers of LSAs to assist their work in classrooms. The number of support staff is satisfactory for the number of pupils and they make a significant contribution to the teaching and learning. Induction procedures for new staff are satisfactory, apart from child protection. All staff job descriptions have been agreed, and planning for performance management has taken place. Responsibility for staff development is clear and well linked to the school development plan.

67. Accommodation at the school is very good. The building is of recent design and is in extremely good structural and decorative order. New fencing has greatly improved security. All classrooms are light and airy and provide good space for the numerous activities which the school promotes. The outside play area is very attractive, and has a good range of equipment for the use of Reception children. The building is very well maintained and free of litter and graffiti, and the cleanliness of the building is of a high standard. There are ample toilet facilities for pupils of both genders.

68. The quality and quantity of resources to support the curriculum is satisfactory in most subjects. They are good in music. The school has a separate, well-equipped computer suite and a library, which is well stocked with both fiction and non-fiction books. Overall resources at the school are satisfactory to support the demands of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to raise standards and enable pupils to make further progress, the governing body, headteacher and staff as a whole team need to:

- Implement the procedures in place for child protection by:
(Paragraphs: 43, 44)
 - * ensuring the procedures identified in the school's Child Protection policy are carried out in full;
 - * ensuring that Social Services are informed of any child protection issues;
 - * ensuring that all staff have appropriate training.

- Develop pupils' skills in scientific enquiry and experimentation in science in Years 4 to 6, to increase the challenge to these pupils by:
(Paragraphs: 22, 105, 107, 108, 110)
 - * increasing teachers' expectations of what pupils can do independently through enabling pupils to use their own methods to investigate and report on their findings.

- Improve aspects of physical education in Years 3 to 6 in order to meet pupils' learning needs more fully by:
(Paragraphs: 22, 25, 153, 154, 155)
 - * giving pupils more opportunities to learn through practice;
 - * organising apparatus so that more pupils are active participants in lessons;
 - * ensuring that pupils have opportunities to sustain vigorous physical activity in all lessons;
 - * assessing what pupils can and cannot do.

- Improve aspects of teaching in the Foundation stage so that children achieve as well as they should across the areas of learning by:
(Paragraphs: 70, 72, 75, 79)
 - * ensuring that teacher's planning for children's writing gives opportunities to write independently for a variety of different purposes;
 - * using challenging questions and appropriate technical vocabulary in order to increase children's scientific understanding;
 - * ensuring that the number of activities on offer can be given effective adult support.

70. In addition the school needs to:

- Increase the use of ICT in lessons;
(Paragraph: 143)

- Provide planned opportunities to increase pupils' multi-cultural awareness.
(Paragraphs: 9, 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	16	14	3	0	0
Percentage	4	25	34	30	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	210
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.29
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	19	12	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	17	19
	Girls	11	12	12
	Total	27	29	31
Percentage of pupils at NC Level 2 or above	School	87 (77)	94 (74)	100 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	18	19	18
	Girls	12	12	12
	Total	30	31	30
Percentage of pupils at NC Level 2 or above	School	97 (87)	100 (87)	97 (87)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	11	14
	Girls	13	10	12
	Total	27	21	26
Percentage of pupils at NC Level 4 or above	School	100 (94)	78 (77)	96 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	11	14
	Girls	11	12	10
	Total	24	23	24
Percentage of pupils at NC Level 4 or above	School	89 (74)	85 (68)	89 (77)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	3
White	199
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR–Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	20
Average class size	29

Education support staff: YR–Y6

Total number of education support staff	11
Total aggregate hours worked per week	165

Financial information

Financial year	2000/2001
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	£
Total income	417187.00
Total expenditure	414380.00
Expenditure per pupil	1987.00
Balance brought forward from previous year	17594.00
Balance carried forward to next year	20401.00

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	2.8
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

210
120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	6	1	0
My child is making good progress in school.	51	44	4	1	1
Behaviour in the school is good.	51	44	0	0	5
My child gets the right amount of work to do at home.	31	53	10	5	2
The teaching is good.	55	38	4	0	3
I am kept well informed about how my child is getting on.	33	52	10	5	1
I would feel comfortable about approaching the school with questions or a problem.	64	30	5	0	1
The school expects my child to work hard and achieve his or her best.	55	39	2	1	2
The school works closely with parents.	37	52	7	2	2
The school is well led and managed.	53	41	3	0	3
The school is helping my child become mature and responsible.	50	42	2	1	6
The school provides an interesting range of activities outside lessons.	24	47	21	2	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Children are admitted to the Reception Class in the year in which they have their fifth birthday. Children attend on a part time basis until the term they are five after which they attend full time. Evidence from base line assessments and inspection evidence shows that attainment on entry is broadly average but covers the full range of attainment.

72. Children receive a sound start to their education in the Reception Class, enabling them to consolidate and develop their skills. All the areas of learning are planned for and activities are interesting. There is a good emphasis on encouraging independence when children are encouraged to select their own activities. However, there are generally too many activities to enable good supervision and learning of good quality. Teachers' planning for activities does not always clearly state what children are expected to learn, so there is an element of drift in some of the work. Although assessments take place, they are not used well to ensure work is planned to meet the differing needs of children in a coherent organised way. Teaching is generally sound and occasionally good. By the end of the Foundation stage, most children are on course to attain the Early Learning Goals in most areas of learning and make satisfactory progress. However, their achievement is unsatisfactory in aspects of communication, language and literacy, and knowledge and understanding of the world. There is not enough emphasis on opportunities for them to develop independent writing skills and there is not enough focus on what they are expected to learn from activities to promote their knowledge and understanding of the world.

Personal, social and emotional development

73. Most children are on course to meet the Early Learning Goals for this area of learning and they achieve satisfactorily. They are secure in classroom routines but do not always take responsibility for looking after school property or tidying up after completing their work. Most children work and play independently when the teacher or classroom assistants are working with other children. Most concentrate well on activities they have chosen themselves, such as sand, painting or small world play. In whole class activities such as music and physical education, they take part confidently. They show confidence and independence within the classroom, for example when changing for physical education and when putting their coats on prior to going outside. They are happy to work with each other and adults and are developing sound social skills, for example when sharing equipment or playing shops together. The quality of teaching is satisfactory. The class teacher and learning support assistant are sensitive to children's personal and emotional needs and encourage the children to be independent and co-operative.

Communication, language and literacy

74. Children are on course to attain the Early Learning Goals in most aspects of this area of learning, and some will exceed them. Children achieve as well as they should except in aspects of speaking and listening and independent writing, where their achievement is unsatisfactory. This is because the teacher does not always ensure that opportunities are taken to extend their learning through effective questioning or the development of appropriate vocabulary in independent activities. The main focus of writing is through copying, or writing underneath the teacher's writing. Although there is a writing table with a range of tools for children to use, the teacher does not use the opportunities provided by this to develop their independent writing skills. Most children can write their first names but they

do not always form the letters correctly. They are reluctant to attempt any other form of writing independently. However, there is little real encouragement for them to do so through activities such as writing captions to accompany illustrations, labels for their models, or comments to accompany their drawings. The majority listen well to stories and are keen to participate. Good emphasis is placed on the development of reading skills, and children learn to link the sound of letters to words. They use this knowledge well when reading their reading books. A few higher attaining children can read simple stories but are not always confident to use their knowledge of sounds to help with their reading. Most other children point to the words and tell a story to match the pictures. A good range of books is available and children take books home regularly to share with their parents.

75. The teaching is sound overall. Good use is made of short whole class sessions to teach basic reading skills. For example, the teacher shared 'The Toys Party' with the children, drawing their attention to various features of the book and encouraging them to express their views. She used good questioning to encourage the children to look more closely at features of the book. However, supporting activities do not always have a sufficiently clear focus or adult intervention to ensure good learning.

Mathematical development

76. Most children are on course to attain the early learning goals in this area of learning. Children are generally achieving as expected. Activities are interesting and resources are used well to ensure the children develop secure counting and number skills. For example, they learn to count the number of children in the class by counting round in a circle. They also use the number of children who are having lunches as a counting and matching activity. Most children already count to ten and beyond, carry out simple addition sums, and understand *more* and *less* in the context of number. They are also learning to use money, and a good shopping activity has been set up to enable them to develop this further. They use real money to buy goods and have to pay for them at the cash desk. They are gaining knowledge of the value of money, using 1p, 2p 5p and 10p coins, and work out which one they will give a shopkeeper for a 5p cake. They are beginning to understand that one coin may be worth more than 1p. The highlight of their work on money was a visit to the local co-operative, where they purchased a variety of goods. They are developing their ideas of *full* and *empty* and *longer* and *shorter* through a variety of measuring activities. In one activity they were exploring the idea of *heavy* and *light*, using a set of scales, but unfortunately they used wet sand, which meant the scales fell over. Most children recognise and draw simple two-dimensional shapes.

77. The teaching is sound overall. The teacher develops the children's mathematical skills well through whole class teaching and a variety of interesting activities.

Knowledge and understanding of the world

78. Children enter the Reception Class with a basic general knowledge. Children are likely to attain the Early Learning Goals in some aspects of knowledge and understanding of the world, but not all. Teaching is sound overall. The teacher provides an interesting range of activities to develop their understanding but neither she nor her classroom assistant ask sufficient questions or use technical vocabulary to extend the children's scientific knowledge and understanding. As a result, they do not always make the progress of which they are capable. For example, when children were looking at the effects of dropping water on Smarties and when they were observing changes in the outside environment, they were not challenged to look beyond the obvious. However, a parent making cakes with a small group of children used questioning well to encourage them to think about the activity. For example,

'Do you think that's enough?' 'What has happened to the sugar?', 'What does it feel like?' This encouraged the children to look more closely and observe the changes taking place. The children are developing their computer skills satisfactorily and most can use the mouse to manipulate images on the screen. They explore the properties of sand and water, and have used recyclable materials to make objects for their teddy bears, including a chair, crown and cave.

Physical development

79. Children achieve well in this area of learning, and most are likely to attain the Early Learning Goals, with a good number exceeding them. Good access to the school hall and the outside play area are major factors in promoting this. The teaching is good and children are challenged well. In the lesson seen in the hall, children used space well. Most were confident in their ability to hop and jump. They followed directions, listened carefully and moved in time with the rhyme. The teacher's use of a good range of objects such as a rag doll and a teddy bear helped the children to see how to move in a floppy way or with straight, stiff arms. A good range of practical activities gives children opportunities to use tools, construction apparatus and malleable materials. For example, most are able to use scissors with a good level of skill and make letters with interlocking cubes.

Creative development

80. Children are likely to attain the Early Learning Goals in this area of learning by the end of the Foundation stage. They regularly sing songs to support their learning. Through practice, most learn to repeat simple rhythms and maintain a steady beat. They learn to name musical instruments and are developing their skills in recognising which instruments are most appropriate for creating specific sounds. For example, the wood block is perfect for making a 'Tic Toc' sound. They enjoy their music sessions and concentrate very well in order to improve their performance. They have good opportunities for role-play, for example when shopping for goods, playing in the home corner and using the puppets, and they develop their role-play skills satisfactorily. The children have opportunities to explore colour, shape and texture. For example, they enjoy using different types of material to make cakes for the shop, and paint large and small pictures, either collaboratively or individually.

81. The teaching of music is good. It is well planned and organised and there is a good variety of activities to interest and stimulate. The teaching of other aspects is satisfactory overall. The activities are generally of sound and sometimes good quality but the adult support is not always sufficient to promote good learning

ENGLISH

82. At the time of the last inspection, in 1997, attainment in English was above the standards expected nationally for pupils at the end of Year 6. However, higher attaining pupils did not achieve their full potential and the percentage of pupils achieving Level 5 or above was below the national average. In 2001, standards were well above the national average, and the standards of similar schools. Inspection findings confirm that standards in English at the end of Year 6 are well above the standards expected nationally, overall; they are well above in speaking and listening, reading and writing. This represents good improvement since the last inspection. All pupils, including pupils with SEN and those for whom EAL, make good progress and achieve well.

83. At the time of the last inspection, attainment in English was above the standard expected nationally for pupils in Year 2. Attainment in speaking and listening, reading and writing was above the national expectations. They rose to well above average in 1998 but since then have fluctuated from year to year. They were below the national average in reading and writing in 2001. Inspection findings confirm that standards have risen again and are now above the standards expected in speaking and listening, reading and writing. This represents satisfactory progress since the last inspection, but good progress during their time in school. At the time of the last inspection, attainment on entry to the Reception Class was above the standards expected for children of a similar age. Since then, attainment on entry has declined and is now average. All pupils, including pupils with SEN and those for whom EAL, make good progress and achieve well.

84. Inspectors heard a total of 21 pupils read, across the age range and from all ability groups, and held discussions with them. The regular use of the reading schemes, the school library and the study of texts in the literacy hour help pupils to achieve above the expected standards, by the age of seven, and well above by the age of eleven. Pupils follow a structured reading programme, which aids the progressive development of skills. They read to teachers and learning support assistants on a regular basis. Most pupils enjoy reading and they are self-motivated and confident readers.

85. By the end of Year 2, pupils' reading of simple texts shows understanding. Higher attaining pupils attain above the standards expected. They have a keen interest in reading and build up a bank of favourite authors, such as Enid Blyton and Roald Dahl. They read a range of texts fluently and accurately, using strategies appropriately to establish meaning. Average attaining pupils reach the standards expected. They express opinions about the story and use more than one strategy to read unfamiliar words and establish meaning. Lower attaining pupils are usually pupils who experience difficulties in learning. Most pupils respond well to a range of texts in the literacy hour and across the curriculum.

86. By Year 6, pupils show understanding of significant ideas, themes, events and characters. They are taught to retrieve and collate information from a range of sources, including the school library and the Internet. Higher attaining pupils use inference and deduction and summarise a range of information from different sources. Average attaining pupils select essential points and relevant information to support their views. Lower attaining pupils show understanding of the main points in a text and locate and use ideas and information. Many pupils belong to the local library. Pupils of all ages are expected to read at home each night. This practice is well supported by parents, enabling pupils to make good progress.

87. The attainment of pupils in writing is above the standards expected nationally at the age of seven. It is well above the expectations at the age of 11. Progress in writing is good at both key stages and pupils achieve well. Pupils with SEN, and those for whom EAL, make good progress towards their individual learning targets, when they receive additional support in the literacy hour. Other groups of pupils benefit from the support of the additional literacy strategy and from extension work. The improvement of writing has been a priority in the school and has been successfully addressed. Rigorous monitoring is carried out to ensure that all pupils are working at the right level and are receiving appropriate support, if necessary. Pupils are encouraged to correct their own work and to plan, draft and redraft their work. There are planned opportunities for writing in all curriculum areas. Appropriate emphasis is placed on handwriting, phonics, spelling skills and presentation of work. Writing objectives are shared with pupils each lesson and an evaluation session takes place at the end. Pupils' increasing success in writing is evident in the displays around the school. Work sampling and lesson observations during the inspection indicate an improvement in writing in all classes.

88. By the end of Year 2, higher attaining pupils develop their ideas in sequences of sentences that are organised and clear; some ideas are extended and attempts are made to address the purpose and needs of the reader. The writing of average attaining pupils shows evidence of organisation, clarity and imagination. Features of the chosen form are used appropriately, ideas are extended logically, and words are chosen for variety and interest. Lower attaining pupils communicate meaning through their writing and ideas are developed in short sections. During the inspection, pupils in Year 1 successfully identified different characters in the book 'The Rainbow Fish', looking at their behaviour, appearance and qualities. Pupils in Year 2 broadened their understanding of how to use dictionaries and glossaries to locate words and find definitions and explanations.

89. By the end of Year 6, higher attaining pupils convey meaning clearly in a variety of forms. Simple and complex sentences are organised into paragraphs and vocabulary choices are imaginative. Average attaining pupils develop and sustain ideas to reflect the purpose of the writing. There is evidence of more complex sentences and effective words and phrases. Lower attaining pupils develop their ideas in a series of sentences that are fairly organised and clear. Some ideas are extended and more interesting vocabulary is beginning to be used. During the inspection, pupils in Year 3 learnt the spelling rules for plural words. Year 4 pupils made good progress in writing poems based on the structure/style of a poem entitled 'Wet Playtime'. One boy started:

*'The rain starts to drizzle
The kids start to moan,
They decide to get out scrabble,
While the teacher's on the phone.'*

90. Pupils in Year 5 made links with their history lessons, as they learnt through role-play what it might have been like to be at school in Victorian times. Year 6 pupils were introduced to conditional sentences and made very good progress in their understanding of their use.

91. The attainment of pupils in speaking and listening is above standards expected for their age by the age of seven, and well above by the age of eleven. Pupils are friendly, and converse well with adults in the classroom, corridors, dining room and playground. In the shared reading sessions, they listen well. They respond well to questions and discussions. There are carefully planned opportunities to promote speaking and listening skills across the curriculum. Pupils are encouraged to express their ideas and explain their views in a variety of situations, for example in PSHE lessons.

92. The strategies for teaching literacy are good. Planning is in line with the National Literacy Strategy, and the structure of the literacy hour is helpful in ensuring continuity in pupils' learning. Investment in good quality resources has helped teachers in their teaching of the curriculum. In the best lessons, there is a strong emphasis on the use of subject-specific vocabulary, thus extending pupils' subject knowledge and general vocabulary. Pupils benefit from access to a very well resourced library with over 3,500 good quality non-fiction books and from two well-resourced fiction libraries. All pupils are taught library skills and become progressively proficient in selecting and combining information from a range of sources.

93. The quality of teaching and learning is very good across the school. One in eight lessons observed during the inspection was excellent, three were very good, two were good and two were satisfactory. Teaching is characterised by very detailed planning, which sets clear objectives that are understood by pupils and are reviewed at the end of the lesson. As a result, pupils are interested, and work with concentration and independence. Teachers have very high expectations, and pupils apply intellectual and creative effort to their work.

Teachers show very good subject knowledge and understanding, and teach basic skills very well. As a result, pupils' acquisition of knowledge, skills and understanding is very good. Very good class management and very good relationships lead to good behaviour and promote very good learning. Pupils with SEN, and pupils for whom EAL, make very good progress, as a result of very good support. Learning support assistants play a valuable role in working with groups of pupils during the literacy hour. Time and resources are used very well and pupils' productivity and pace of working is very good. The quality and use of ongoing assessment are good and are instrumental in pupils' progress. Most pupils have a very good knowledge of their own learning. Teaching methods are very effective in promoting learning. Marking helps pupils to know how to make further progress. Homework is used effectively to consolidate and extend the work in the lesson.

94. The quality and range of learning opportunities is good, and an enriched curriculum is in place. The breadth, balance and relevance of the curriculum are good. The provision for pupils with SEN, and those for whom EAL, is very good. There is equality of access and opportunity for all pupils. Regular visits and visitors, such as puppeteers and Tudor players, enrich the curriculum. There is a strong emphasis on poetry and drama throughout the school. Last year, pupils in Year 6 studied 'A Midsummer Night's Dream'. They wrote their own script and performed it outdoors to parents and friends. At Christmas, the current Year 6 wrote their own script for 'Cinderella' and performed it to the school. Pupils are given opportunities to consider moral issues in relation to the shared texts. Pupils' social development is enhanced through class groupings and discussions. Information and communication technology (ICT) is used for word processing and research.

95. The monitoring of pupils' subject performance is very good. Procedures for assessing pupils' attainment and progress are very good. The use of assessment to guide curriculum planning is good on a day-to-day basis. The use made of collated and analysed data, to set statistical targets and put measures in place to address weaknesses, is very good.

96. Leadership and management of the subject are very good and ensures clear educational direction. The subject leader is developing a good overview of teaching and learning, teachers' planning, and pupils' work. The monitoring and evaluation of the subject's performance, followed by effective action, is good. Resources are adequate and are of good quality. The school libraries are a very good resource and are used well to promote reading and library skills. The good use of resources is an important factor in pupils' learning. There is a good match of teachers and support staff to the demands of the curriculum. The action taken to meet the school's targets is very good. Areas for development include the promotion of social language, the further development of ICT in the curriculum and the establishment of an outdoor theatre, with permanent seating. There is a shared commitment to improvement, and the capacity to succeed is very good.

MATHEMATICS

97. Standards attained by pupils currently in Year 2 and Year 6 are above national expectations, and this is a similar finding to that of the previous inspection. Pupils enter Year 1 with average levels of attainment and achieve well overall as they move through the school. The better standards pupils are achieving in Year 6, compared with last year's test results, are due to the provision of booster and extension classes and very good teaching in the Year 6 class. The previous inspection found that a significant number of higher attaining pupils were under-achieving. The school is now addressing this issue very well through its extension classes and lunchtime clubs. In the forthcoming national tests several pupils are

being entered for Level 6, which is much higher than the expected Level 4. There are no significant differences between the attainment of boys and girls or of pupils from different ethnic minority groups. Pupils with SEN are well supported in lessons, with work that is matched to their learning needs, and this enables them to achieve well.

98. By the end of Year 2, higher attaining pupils recall number facts swiftly and accurately and have a good level of understanding of number systems, including multiplication and division. Most know their 2, 5 and 10 times tables and use this knowledge well to carry out mental calculations. They use standard units when measuring. Average attaining pupils add and subtract numbers within 100 easily but they have more difficulty with mental computation. Lower attaining pupils are confident in adding and subtracting numbers within 20. Most pupils describe common two dimensional shapes by their mathematical attributes and can tell the time on the hour, quarter hour and half-hour.

99. Higher and average attaining pupils in Year 6 use equivalent fractions, multiply and divide large numbers, work out percentages to two decimal points and work out co-ordinates in four quadrants. In the lesson seen, they were able to identify and obtain the necessary information in order to calculate percentages of numbers using a calculator. They then checked their results against their original estimate. Lower attaining pupils are competent with numbers to 100, but long multiplication is difficult for them. They work with numbers to two decimal points and have an understanding of equivalent fractions.

100. The use of numeracy and mathematics across the curriculum is good. It is used well in ICT lessons to help pupils explore databases and solve problems using games such as Maths Mania. Skills in measuring accurately are used in design and technology tasks.

101. The quality of teaching and learning ranges from satisfactory to very good but is good overall, and this is an improvement since the previous inspection. Additionally, there is now some very good teaching taking place, notably in the Year 1 and Year 6 classes, and this is promoting good standards overall.

102. Where teaching is very good, as in Years 1 and 6, lessons are conducted at a brisk pace, lesson planning is detailed and teachers use questioning very effectively to challenge pupils to explain their methods and extend their understanding. For example, from a list of numbers, pupils in Year 6 were asked, 'What number when doubled gives a whole number?' 'How do you know?' 'Are there any other numbers?' In Year 1 pupils responded well to questions such as, 'What is the smallest double you can make?' 'Is that smaller than nought?' This level of brisk questioning ensures high levels of mental effort and good concentration. Group activities are interesting and well matched to pupils differing levels of ability, thus ensuring that all pupils are challenged well. Both teachers ensure that they encourage pupils to think through and solve problems for themselves.

103. In the lessons that were satisfactory or better, most teachers used questioning effectively, lesson plans were detailed, and there were good relationships with pupils which ensured a good learning environment. However, some mental mathematics sessions were conducted at a fairly leisurely pace and were not always used well to challenge pupils or to get them to think quickly. Occasionally, lessons over-ran and there was no time for a review of the lesson, which meant learning was not fully consolidated. Some teachers do not always plan group activities sufficiently well to ensure good learning. For example, in a lesson in Year 4, the work sheets that the pupils were given were too difficult for some and not explained clearly enough to others to help them learn well. As a result pupils lost interest and were not motivated to continue. In one lesson seen the teacher did not ensure that group activities were well matched to the differing learning needs of pupils. Evidence from work in pupils' books in this class shows that this teacher rarely plans work to meet the differing needs of pupils.

104. In all lessons, LSAs are used well to help pupils with SEN. For example, in a lesson in Year 2, the LSA encouraged pupils to concentrate, helped them with strategies for solving problems and praised their efforts. Additionally, she made good use of technical vocabulary. Pupils in her group made good progress in developing their ability to count in fives.

105. The co-ordinator is developing her role well. She is a leading mathematics teacher for Brighton and Hove and is a very good role model for the teaching of the subject. She and the deputy headteacher have worked very hard to analyse test results in order to use the information to plan work tailored to group and individual needs. They have used this information particularly well to plan for booster and extension classes in Years 4, 5 and 6. This is ensuring that higher attaining pupils are being given the opportunity to reach their full potential and lower attainers are being fully supported in their work. Very good procedures are in place for assessing pupils' progress and understanding. The school is systematically assessing all pupils and regularly setting targets for improved performance. The subject contributes well to the social development of pupils and occasionally to their cultural development, for example through collaborative work and the use of Egyptian number systems. Information and communication technology (ICT) is satisfactorily used to support mathematics in most classes. The co-ordinator currently checks all lesson plans to ensure that ICT is used in lessons and has helpfully given all staff a list of ICT programs showing how they link with particular aspects of the subject. Some good use has been made of ICT, for example in data handling in Year 3, in graphic modelling in Year 5 and through the use of a variety of different types of graphs in Year 6. The subject is well resourced and homework is used well to support classroom activities. The co-ordinator organises lunchtime clubs for higher attaining pupils in Years 2, 3 and 4, and a parent, who is a secondary school mathematics teacher, takes one of these clubs.

SCIENCE

106. In the national tests in 2001, pupils in Year 6 attained standards that matched the national average but which were below average when compared with those of similar schools. This was because although a greater proportion of pupils achieved at least the expected levels than was the case nationally, too few achieved higher levels. In the same year, teachers' assessments indicated a very similar picture for the seven year olds in Year 2.

107. Inspection findings are that pupils in Year 2 achieve good results in relation to their prior attainment and attain standards that are close to those expected nationally. In Year 6, pupils attain standards that are in line with those expected in all aspects of their work except in the skills of scientific enquiry and experimentation, where they are below average. This is because of weaknesses in teachers' expectations and organisation of learning over time in Years 4, 5 and 6. As a result, many pupils, especially the potentially higher attaining pupils, do not achieve the standards they could and should in this area of their learning. Pupils with SEN and those with EAL achieve results in relation to their prior learning at the same rate as their classmates throughout the school.

108. In Year 2, pupils know that exercise makes the heart beat faster, that some foods are healthy and some are not, and that they need to look after their bodies by regular washing, exercise and rest. They know that light comes from a variety of sources and that a light bulb also gets hot. In their experimental work, for example into the relationship between height and size of feet, pupils generally explain clearly and accurately what they have done, supported by helpful writing frames, and in an appropriate range of ways - drawing, writing and in tables of results. They record their observations clearly, using their own words. Lower attaining pupils retell what has been done but give no reasons for what they have

observed. Average attaining pupils explain their methodology at greater length and in better detail, occasionally explaining the consequences of what they have observed, as in 'You need to clean your teeth if you drink a sugary drink'. Higher attaining pupils also predict what they think will happen, and sometimes, but not always, use labelled diagrams and draw valid conclusions, such as 'The tallest person doesn't always have the biggest feet'. They make useful links with other subjects, such as designing a sandwich in design and technology, to extend their learning, using both literacy and numeracy skills soundly.

109. In Year 6 there are very few examples of pupils using their own words and methods to investigate or report their findings. Nearly all work in their books, whatever their identified ability, is couched in identical phrases, indicating a high proportion of copying information and conclusions. This means that they are not being enabled to develop their skills and understanding at rates that match their possible capabilities. The result is that many, especially the potentially higher attaining pupils, are not achieving the standards they could. However, all pupils, including those with SEN and those with EAL, have a secure knowledge of the circulatory system and know that one side of the heart is thicker than the other because of the extra work it has to do. They occasionally use computer programs, for example to get a diagram of the heart, but subsequently leave it in their books as an unexplained addition and do not use or interpret the information. Some diagrams, particularly of the structure of the eye or of the lungs, are of high quality and are clearly and accurately labelled. They know that light travels in straight lines to cause shadows and is split into colours when it passes through a prism but they do not extend this to explain, for example how a rainbow is caused. They have a secure knowledge of the forces involved, for example in air resistance and up-thrust, and how these help parachutists and swimmers.

110. The quality of teaching in lessons was never less than satisfactory; in four of the six lessons seen, it was good and in the other two it was satisfactory. However, over time, teaching in Years 4, 5 and 6 is less effective because teachers do not organise their lessons well enough to allow individual pupils to develop their skills of enquiry and experimentation fully, which artificially depresses their understanding and ability as scientists. In addition, their expectations of what could be achieved, especially by the higher attaining pupils, are not high enough, and this has an adverse effect on standards overall, as shown in national tests.

111. Teachers plan their work carefully but rarely include objectives for pupils' learning that account specifically for individual and developing needs. Within lessons, they intervene satisfactorily to help pupils and to gain an idea of how well they are doing. Often, they use the final sessions of a lesson satisfactorily to review what has been learned but do not routinely use probing questions to extend pupils' learning. In addition, they almost invariably accept the first correct answer they are given, which again fails to develop pupils' skills of speaking, listening and reasoning fully enough. They mark pupils' books regularly and sometimes include encouraging comments; however, only in Year 2, and then occasionally, are pupils given an idea of how they might improve the quality of their work. Homework is used soundly, overall, to reinforce and extend learning. No use of the potential of ICT to support learning was observed in any class during the inspection.

112. Teachers' knowledge of the subject is at least satisfactory and is sometimes good, particularly in Years 1, 2 and 3, where they use good strategies to teach basic enquiry skills by involving pupils in learning actively through enquiry. For example, a visiting secondary science teacher, who is also a governor and a parent, helped pupils in Year 2 to begin to understand that electricity only flows through a completed circuit, by getting them to carry water from one bucket - the 'battery' - to another - the 'bulb'. Through active and willing participation, pupils grasped the abstract concept more quickly. Another good example was in Year 3, where pupils devised their own tests to answer the question, "Does the amount of stretch in an elastic band affect how far a car will travel?" They were interested by the

challenge and worked together well to build up a good body of information to interpret at a later date. However, as pupils get older, there is far less evidence of this form of learning and, while discussion does go on, too much work is merely copied into books without taking account of the differing stages and needs of individual pupils. Teachers' expectations of what pupils should learn and achieve are too low in these year groups. Nevertheless, throughout the school, pupils work diligently at the tasks set and produce work of a satisfactory amount and quality.

113. The management of pupils is good in the Year 1 and 2 classes and satisfactory, overall, in Years 3 to 6, where a small number of pupils in some classes, especially in Year 5, do not listen politely enough to the teacher when being instructed. As a result, there is a low-level muttering and fidgeting that prevents them from learning, distracts other pupils, and causes the teacher to have to pause in her teaching to regain their attention.

114. Overall, improvements have not been made quickly enough since the last inspection. However, the newly appointed co-ordinator has reviewed the subject thoroughly since her appointment at the beginning of this academic year. She has a very good idea of the strengths and weaknesses of the subject and has produced an action plan that addresses all the main developmental needs. Improvements have been made to assessment procedures and to the way the results of annual testing are used to identify areas for improvement. For example, following the last analysis, it was noticed that results in the biology and physics strands of the curriculum were not good enough and, as a result, teachers have placed more emphasis on these this year. This has been successful in raising pupils' attainment and improving their achievement in these areas. It is appropriate now to improve teachers' understanding of how to teach the skills of scientific enquiry. This could be achieved by spreading current good practice more widely and, as intended, by reviewing the content of the scheme of work to support these efforts. Overall, the school is well placed to implement the proposed developments successfully.

ART AND DESIGN

115. Standards in art and design are above national expectations by the end of Year 2 and Year 6, and pupils achieve well, including those with SEN and EAL.

116. These standards are an improvement since the previous inspection. This judgement is based mainly on an analysis of pupils' work, displays, and school portfolios of work and discussions with the subject co-ordinator. Only one lesson was observed during the inspection so it is not possible to make an overall judgement on teaching.

117. The school uses national guidelines as its scheme of work in art. The guidelines are broken down into units of work for each year group. Pupils in Year 1 are working on the unit related to portraits. They have made self-portraits and have learned the skill of mixing their own paints to get the facial tone correct. They have painted portraits in the style of Modigliani. This work is of good quality and demonstrates a high standard of observational skills and good use of technique. Pupils have used textiles to create collages and have explored line, shape and texture in natural forms. Pupils in Year 2 have used their observational skills well to produce work of good quality. They have used different methods to explore the technique of weaving.

118. In Years 3 to 6, pupils develop their skills further and make good links with other subjects across the curriculum. For example, in Year 4, they have linked art with their geography topic on journeys to draw sections of aerial maps showing physical and human features. In Year 5 they have learned that stories have been represented in textiles. For example, they have studied the Bayeux Tapestry and drawn sections of it. They have used the Internet to compare different versions of a Caribbean story and then designed and made their own version of it. By the end of Year 6, pupils produce very good observational drawings of local buildings. They show a good understanding of perspective and good attention to detail. In the lesson seen, pupils explored the ideas and techniques used by Van Gogh. The particular emphasis in the lesson was on his use of swirls in his work. They used this idea well to create dramatic backdrops to their Brighton views. The Year 6 teacher runs an art club for pupils in his class during wet lunchtimes, and recent work has focused on close observational drawings of a tiger's head using a variety of media such as chalk. The work is of high quality.

119. Information and communication technology (ICT) is used well to support pupils' work in art. For example, pupils in Year 2 used Dazzle to create pictures in the style of Mondrian and pupils in Year 6 used a digital camera to scan pictures, which they then used for their artwork.

120. The co-ordinator for the subject is new but she has already ensured that the units of work are planned across the school and have been agreed corporately with staff. She is currently consulting with all staff to find out how the units are used and to check they have enough resources for subsequent work. She has compiled a portfolio of work which clearly shows the units of work that have been covered and the quality of work produced from these. There is an art club run by parents and there are some very good examples of pupils' work on ceramics and self-portraits currently on display.

DESIGN AND TECHNOLOGY

121. Only two lessons were seen during the inspection, one in Year 3 and the other in Year 5, so judgements are also made on the basis of an analysis of pupils' work on display and in their books, a review of teachers' planning and records, and discussions with pupils and the subject leader. By the end of Year 2 and Year 6, pupils attain standards that match those expected of their respective ages and, overall, all pupils, including those with SEN and those for whom EAL, achieve satisfactory results in relation to their prior attainment. These judgements are the same as those made in the previous inspection report, and improvements, overall, since that time have been satisfactory.

122. In Year 2, pupils design a sandwich, labelling their diagrams clearly. They have a secure grasp of the need for hygiene when handling foodstuffs. They explain in simple terms why they like, for example, various types of potato salad, and in this they are supported by a useful writing frame to help them focus on relevant points. All pupils use their literacy skills soundly and higher attaining pupils explain at greater length. For example, one wrote that scrubbing potatoes was, "very, very hard because the knife wasn't strong"!

123. By Year 6, pupils have a good grasp of the whole design process and take great pride in presenting their work neatly and accurately. Having been given a suitable design brief, for example, on how to move a sarcophagus in Ancient Egypt, they research the topic using an appropriate range of sources, including computer programs. They produce suitable initial designs, labelled clearly, and use a range of previously learned skills and knowledge, such as joining balsa wood into stable and strong frames and using electrical power sources to help their machines move. Pupils incorporate any necessary amendments before drawing

neat, careful and accurate plans from three viewpoints. In doing so, they use their mathematical skills of accurate measurement to good effect. They make their 'Mummy Movers' using a suitable range of materials, such as cardboard, balsa wood, plastic and paper, joining them appropriately. They give good attention to the functionality of their models throughout and, when reaching the final stages of making, also give sound attention to aesthetics. Evaluations are full and honest; for example, one pupil wrote, 'We glued the pieces of wood too near the axles' as an explanation of how the model could be improved.

124. The quality of teaching is satisfactory, overall. It was good in one lesson and unsatisfactory in the other. In the latter the teacher's plans were too brief to provide an adequate framework for the lesson. The objectives were not shared with the pupils to give them an idea of what they were going to learn and were not, in any case, fulfilled in the lesson itself. The pace of the lesson was slow and the construction kits provided did not lend themselves easily to the task of making a winding mechanism, which is a low-level task for pupils of this age. Consequently, a significant minority of pupils lost concentration and became disenchanted, sometimes to the point of misbehaving.

125. In the more successful lesson, pupils learned at a good rate because:

- * the planning was very clear and detailed;
- * the object of the lesson was explained very clearly to the class, which ensured that they knew what they had to do;
- * the teacher put good emphasis on the pupils generating their own designs for a slipper, which enabled them to develop their skills according to their own capabilities and;
- * the management of behaviour and of learning was firm and ensured that pupils concentrated well throughout, with the teacher intervening to good effect to give help and ideas.

126. Leadership and management of the subject are satisfactory. The joint co-ordinators are keen to improve provision and standards in their subject. They have reviewed the scheme of work to ensure that full coverage of the National Curriculum requirements is secured throughout the school and have begun to compile a portfolio of the best of pupils' work. This is securely referenced to National Curriculum Levels, and provides examples of what should be achieved in each year group. However, there are no other assessment procedures for teachers to use in assessing pupils' attainment and achievements, or to plan their work to meet pupils' individual and developing needs. This is unsatisfactory.

GEOGRAPHY

127. At the time of the last inspection, the attainment of pupils in geography at the end of Year 2 and Year 6 matched the expected standards. Inspection findings show that standards are now above those expected. This represents good improvement since the last inspection.

128. By the end of Year 2, pupils have a good knowledge of the school environment, the immediate locality and the natural world. They show awareness of places beyond their locality, as they learn about the travels of 'Marvin the Monkey' and 'Barnaby Bear' and learn where their destinations are on a world map. Higher attaining pupils describe and compare the physical and human features of different localities and use skills and sources of evidence

to respond to geographical questions. Average attaining pupils are beginning to use geographical vocabulary, information, and observations to help them to respond to questions about places and environments. Lower attaining pupils show their knowledge, skills and understanding at a local level and express their views on features of more distant localities.

129. By the end of Year 6, pupils have a good knowledge of weather conditions and patterns, in different parts of the world, and how the weather affects the way that we live. They investigate mountain environments in Chile, Nepal, Switzerland and the Lake District and compare rainfall, temperature, physical and human features. Higher attaining pupils draw on their knowledge, understanding and skills as they examine the characteristics of settlements, namely Brighton and Hove. They raise questions and study maps, using four figure co-ordinates and making links between places. Average attaining pupils recognise and describe physical and human processes and begin to understand how these can change features of places and affect lives. Lower attaining pupils show their knowledge, skills and understanding in studies at a local scale and recognise how people seek to sustain and improve environments.

130. The quality of teaching and learning is good. It was good in two of the lessons observed and very good in the other lesson. Teachers' knowledge and understanding is good and develops pupils' acquisition of knowledge, skills and understanding. Mapping and research skills are taught well. Lesson planning is good. Learning objectives are made clear to pupils and they are given opportunities to assess what they have learnt, thus enabling them to have a good knowledge of their learning. Teachers use methods that help all pupils to learn effectively. Most pupils apply intellectual effort to their work. Teachers' expectations are high and pupils respond with interest, concentration and independent attitudes. The management of pupils is good and their good behaviour and very good relationships promote learning. Pupils with SEN, and those for whom English is an additional language, make good progress in relation to their individual education plans. Time and resources are used well. Pupils' productivity and pace of working is good. The quality and use of ongoing assessment is satisfactory. Homework is used appropriately to support learning.

131. The quality and range of learning opportunities is good, and an enriched curriculum is in place. Pupils visit Coombe Farm, study the local area, trace the course of the River Cuckmere and use their mapping skills to study the physical and human features of Brighton, as well as undertaking fieldwork. The breadth, balance and relevance of the curriculum are good. Provision for pupils with SEN is very good. There is equality of access and opportunity for all pupils. Some opportunities are provided for pupils to discuss moral issues in relation to environmental factors. Their social development is enhanced through discussion with adults and through their local studies. They gain an understanding of other cultures as they study weather around the world and how it affects the way that people live.

132. The monitoring of pupils' performance in the subject is satisfactory. Procedures for assessing pupils' attainment and progress are satisfactory. Through the development of a portfolio of pupils' work, the subject leader is beginning to track National Curriculum coverage, levels, and progress, enabling standards to be tracked and improved where necessary. The use of assessment information to guide curriculum planning is satisfactory.

133. Leadership and management are good and ensure clear educational direction. The school's priorities for development in the subject are good. The monitoring, evaluation and development of teaching through scrutiny of teachers' planning and pupils' work is good, and there are plans for the subject leader to monitor teaching and learning, in the near future. Staffing, accommodation and learning resources are satisfactory. Resources are used well, and the use of ICT is satisfactory.

HISTORY

134. At the time of the last inspection, the attainment of pupils in history at the end of Year 2 and Year 6 matched the standards expected. Inspection findings show that standards are now above those expected. This represents good improvement since the last inspection.

135. By the end of Year 2, pupils have a developing knowledge of aspects of the immediate past in their parents' and grandparents' time. They explore the local area and note differences between buildings today and in the past. Old toys, such as teddy bears, are compared with toys today. Pupils learn about famous people of the past, such as Florence Nightingale and why we remember them. They talk about Remembrance Day and make links with literacy, as they write a letter from a soldier in the First World War to his parents, telling them what life was like in the trenches. Higher attaining pupils show knowledge and understanding of some of the main events, people and changes studied and begin to give reasons for these. Average attaining pupils show knowledge and understanding of aspects of the past beyond living memory and some of the main events and people that they have studied. Lower attaining pupils recognise the distinction between present and past in their own and other people's lives, and use everyday terms to describe the passage of time.

136. By the end of Year 6, pupils have a broad knowledge of the Romans, their invasion of Britain and the legacy of their stay. They have a good knowledge and understanding of life in Tudor times. They consider whether Henry's marriages to Anne Boleyn and Jane Seymour made a difference to the situation that prevailed. Pupils make a comprehensive study of life in Victorian times. Links are made with literacy, as they dress in Victorian clothes and are taught by a 'Victorian teacher' and 'pupil teacher' on a typical 'Victorian school day'. Pupils study the Celtic settlement of Brighton and changes that have taken place since then. Higher attaining pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. Average attaining pupils use their factual knowledge to describe characteristic features of past societies and periods and identify changes within and across periods. Lower attaining pupils identify some of the ways in which the past is represented and develop their historical enquiry skills, as they seek to answer questions about the past.

137. The quality of teaching and learning is good. It was very good in the one lesson observed. Teachers' knowledge and understanding is good and pupils' acquisition of knowledge, skills and understanding is good as a result. The teaching of historical enquiry skills is good. Lesson planning is good and appropriate use is made of drama and imaginative writing. Learning objectives are made clear to pupils and they are given opportunities to assess whether the objectives have been met, thus helping them to gain a good knowledge of their learning. Teaching methods help all pupils to learn effectively. Teachers' expectations are high and pupils respond with interest and concentration. Lessons are interesting and pupils are keen and motivated to work hard

138. The curriculum is enriched through a variety of visits; for example, pupils visit the Toy and Model Museum in Brighton, Bignor Roman Fort, Anne of Cleves' House Museum, Lewes Castle and Victorian buildings in Brighton. Their social development is enhanced through discussions with adults about the recent past and through their work in groups and pairs. They gain an understanding of other cultures as they learn about the invaders and settlers of Britain.

139. The co-ordinator provides good leadership. She monitors the provision for history well. She has collated a useful portfolio of pupils' work enabling her to track coverage of the National Curriculum and the standards achieved in the subject.

140. The use of ICT in history is satisfactory. During the inspection, pupils in Year 5 interrogated databases for information on the Victorians.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

141. Standards in ICT are in line with the levels expected for pupils at the end of Year 2 and Year 6. Word processing skills are above expectations. Throughout the school, pupils are making consistently sound, and sometimes good, progress in developing practical skills and in their knowledge and understanding of computers across the full range of the subject. This is an improvement since the last inspection, when some pupils were not making enough progress in Years 3 to 6 because teachers lacked confidence in using the equipment.

142. Pupils in Year 2 have a sound understanding of how to programme a floor robot and are competent to word process their stories, and to design a picture, using an art package. Pupils in Year 1 were seen learning to load a programme and find a folder in order to carry out a task. Most are quite skilled in using the mouse to highlight sections of writing to change the colour, size, and font when making a title page for their book. In part, these good skills are developed in response to the careful step-by-step approach of their teacher in explaining the process. Having been shown what to do, most can also drag in a picture from another window and re-size it to fit the available space. Nearly all know which 'icon' will tell the computer to print their work. These are good skills that are above what might be expected for their age, and they are achieved in response to the demanding tasks presented by the teacher.

143. By Year 6, pupils have learnt to combine text and graphics successfully in a presentation that incorporates movement. This is linked with their work on Ancient Egypt in history. Pupils' skills, knowledge and understanding in other aspects of ICT are sound. They use the Internet effectively to obtain information from various websites and interrogate information on CD-ROM to learn more about, for example, hieroglyphics. They are currently working with spreadsheets to enter and use the formula for calculating the area of rectangles. Good links with other subjects help pupils to develop a good level of understanding of how ICT can be put to use and gives them good opportunities to apply their skills. They are also aware, however, that computers sometimes have limitations. Pupils in Year 5 use sensors for their investigations in science, for example, to monitor changes in temperature. Pupils in Year 3 have mastered the use of e-mail to exchange interesting facts with pupils in America. Emails to the local fire brigade elicited further information about their work, and enquiries to a large supermarket chain provided information about healthy eating for children. These pupils are making good progress in learning about the power of computers as a source of information and as a means of communication.

144. Teaching is consistently satisfactory and some lessons seen had many good features. Teachers' confidence levels are higher than those reported previously. A consistent approach to reminding pupils what they have learnt previously prepares them well for the new skills. The careful step-by-step approach to teaching a process is effective. It results in pupils achieving a good measure of success. Teachers have high expectations of pupils' behaviour and work rate, to which pupils' respond positively. They co-operate well in pairs when using the computer and gain much from working together and sharing ideas. Analysis of pupils' past and current work shows a consistent and rigorous approach to planning activities to combine ICT skills with other subjects, and so allow pupils to apply these to extend their knowledge of both subjects. During inspection, a very good example was seen in Year 5. The teacher had set up a database using real census information but had

deliberately incorporated errors that pupils had to identify, using their knowledge of the Victorian period. This gave pupils ample opportunities to apply their existing knowledge of Victorians to develop their skills in interrogating databases, to increase their awareness of historical sources of information, to recognise errors and search for the correct information, and to consider the validity of the evidence presented to them.

145. Since the last inspection, the school has adopted national guidelines as the scheme of work, and this is ensuring good progression in developing pupils' skills that was previously missing. However, the school is not content to follow this blindly and has already begun to review it with a view to making adaptations in response to pupils' improving skills. Good and sometimes very good links with other subjects results in a usually good level of coherence to activities, and this is a key contributor to pupils' progress. All classes have one lesson in the ICT suite, although there is scope for this good facility to be used more frequently, particularly during morning sessions when it is often empty. Similarly, inspection evidence shows that teachers do not always make as much use as they could of the computers in class lessons. There are satisfactory arrangements for assessing pupils at the end of a unit of work, and a portfolio of ICT work is being compiled to serve as a useful exemplar of expectations. The school has enough resources to meet all requirements of the scheme, although the suite is cramped when used by a whole class.

146. The subject has been led well to secure the improvements noted since the last inspection. Much good work has taken place to develop the suite, train staff, and improve the quality of planned activities. Further planned developments including setting up a school website and extra-curricular activities are well conceived to maintain a high profile for the subject. There is a good capacity for the work in ICT to continue improving and for pupils' standards to rise further.

MUSIC

147. At the time of the last inspection, pupils' attainment in music at the end of Year 2 was above the standards expected for children of this age. Attainment at the end of Year 6 matched the standards expected for pupils of this age. Inspection findings show that the attainment of pupils at seven and eleven matches the standards expected for pupils of this age. Following the appointment of a specialist music teacher, pupils are now make good progress and achieve well in Years 1 and 2 and very well in Years 3 to 6.

148. By the end of Year 2, pupils sing songs from memory and beat time on percussion instruments. They use simple rhythmic notation, clap and play rhythms on unpitched percussion instruments. They explore, create, select and organise sounds in sequence. Percussion instruments are used to create sounds expressively and to accompany songs. Pupils compose rhythmic compositions as a class, for example, on the theme of electricity, and record their compositions. They listen to different types of music on a variety of instruments, for example classical jazz on the piano. Pupils play a range of pitched and unpitched instruments, group them according to whether they sound 'light' or 'dark', play instruments next to a sound sensor, and compose and play 'night' and 'day' music. They learn to sing songs such as 'Sound Song' and compose rhythms to go with it, as well as playing rhythms in gaps. They perform and record it, listen to the recording, and evaluate their composition.

149. By the end of Year 6, pupils clap dotted and syncopated rhythms and listen to music with the same rhythm. They learn songs in two and three parts and put syncopated rhythmic accompaniments to them. Pupils know the pentatonic scale and learn songs that use it, such as 'Train is a coming'. Many compose and perform their own rhythms and play rhythms using the pentatonic scale. They learn the structure of music, such as the ternary

and rondo forms. All listen to music in these forms and work in groups to compose their own piece, using the pentatonic scale, dotted rhythms and rondo form. They perform their compositions and record and evaluate them. All pupils show appreciation for the contribution of others. Opportunities are provided for all pupils to listen to music from different times and places, in music lessons and in assembly.

150. The quality of teaching and learning is good in Years 1 and 2 and very good in Years 3 to 6. It was judged to be good in one out of three lessons observed and very good in the other two lessons. Teachers' knowledge and understanding is good in Years 1 and 2, as is the teaching of basic skills. It is very good in Years 3 to 6; a specialist music teacher teaches these classes. As a result, pupils' acquisition of knowledge, skills and understanding is good in Years 1 and 2 and very good in Years 3 to 6. In Years 1 and 2, teachers' expectations are high and pupils show good levels of interest and concentration. Their knowledge of their own learning is good and this motivates them to work harder. In Years 3 to 6, the music specialist plans lessons thoroughly and uses very effective teaching methods, which ensure that pupils achieve very well. Pupils with SEN, and those for whom English is an additional language, make good progress in Years 1 and 2 and very good progress in Years 3 to 6. There is equality of access and opportunity for all pupils. Pupils are well managed across the school and their good behaviour and very good relationships promote learning. The quality and use of ongoing assessment is satisfactory. Homework is used, if appropriate, to support learning.

151. The curricular provision is good. It is enriched by visits from musicians and opportunities for pupils to learn to play the flute and violin, for which parents pay a fee. Older pupils sing carols at a home for the elderly. There are three recorder groups, a choir and a singing group. Listening to music from other countries enhances pupils' cultural development.

152. The co-ordinator is developing the subject well. Through the collation of a portfolio of pupils' work and taped recordings, she is beginning to track National Curriculum coverage, levels and progress, enabling standards to be tracked and improved where necessary. The use of assessment information to guide curricular planning is satisfactory overall.

PHYSICAL EDUCATION

153. The planned curriculum is broad and extended well by a good range of sporting opportunities in local competitions. During inspection, it was possible to see only two lessons of games skills, one each in Years 1 and 2, and a gymnastics lesson in Year 4 and Year 6. The school's own records show that nearly all pupils leave school having achieved the expected requirement to swim 25 metres, and many swim considerably further.

154. In Year 2, standards were broadly as expected. For example, pupils have been taught to stand correctly to make their throws to their partner more efficient. These skills were extended during the short lesson seen, when pairs of pupils were challenged to synchronise their throwing and catching of the quoits. As pupils were given plenty of time to practise this skill they increased the level of successful catches. Teaching is good in Years 1 and 2, where activities are well organised and managed in such a way as to build progressively on previously taught skills by adding a new measure of challenge. For example, in Year 1 the teacher increased the level of difficulty because the balls and hoops were smaller than those used in the previous lesson. As a result, pupils were observed developing a good level of co-ordination with a variety of equipment. High expectations of pupils' work rate in these two lessons resulted in a good level of participation and physical

exertion. Teachers are careful to explain skills precisely and to demonstrate carefully, sometimes using the pupils themselves, to ensure that all understand what they have to do. The balance between instruction and opportunities for pupils to practise the new skills is well measured, and contributes much to pupils' good learning.

155. By Year 6, some able gymnasts showed a good level of agility and were able to achieve the difficult skill of using a springboard to land on the box on their feet. Many more landed on their knees and only a small group could not achieve the skill. The school needs to consult with the appropriate authority on the use of this equipment to confirm that all safety requirements are met. Well-executed forward rolls, performed with a partner, showed a good level of control and fluency of movement from the majority of pupils. However, because of the nature of the lesson, there was limited evidence of pupils being able to select actions to plan sequences of movements for themselves. Similarly, in the lesson in Year 4, the limiting nature of the organisation of the activity prevented pupils from using a variety of skills to make up sequences of movements on the floor or the apparatus.

156. Although pupils are consistently managed well and expectations of behaviour are high, the limiting nature of the tasks and the over direction of the teaching style restricted what pupils were able to achieve in the two lessons seen in Year 4 and Year 6. This is unsatisfactory. In both lessons, pupils were initially keen and enthusiastic but their restlessness grew, as they had to wait for their turn on the apparatus. They remained inactive for too long and this limited opportunities for them to sustain the vigorous activity and level of participation that should be a hallmark of physical education lessons. The organisation of the apparatus meant that opportunities for pupils to practise the skill and to refine their performance were too infrequent during the lesson. Teachers do not always change into appropriate clothing and footwear as a good model to pupils who, themselves, are consistently well prepared for physical activity.

157. The headteacher is leading the subject as a short-term measure because there is no one on the staff with enough expertise to lead and guide others. A review of the outdated scheme of work is planned to coincide with staff training in the summer term. This is timely, since the subject has not been a focus for development in recent years and inspection evidence indicates that there are clearly issues to address. It is unsatisfactory that there are no whole school procedures for assessing what pupils can and cannot do because there is little adaptation of tasks within lessons for pupils who have greater or lesser levels of skill.